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LEVEL II

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F-16 AIRCREW TRAINING DEVELOPMENT PROJECT

Contract No. F02604-79-C8875

⑫ F02604-79-C8875

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F-16 INSTRUCTOR/COURSE MANAGER
TRAINING REQUIREMENTS REPORT

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DEVELOPMENT REPORT No. 25
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Prepared in partial fulfillment of CDRL no. B034

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PREFACE

This report was created for the F-16 Aircrew Training Development Project contract no. F02604-79-C8875 for the Tactical Air Command to comply with the requirements of CDRL no. B034. The project entailed the design and development of an instructional system for the F-16 RTU and instructor pilots. During the course of the project, a series of development reports was issued describing processes and products. A list of those reports follows this page. The user is referred to Report No. 34, A Users Guide to the F-16 Training Development Reports, for an overview and explanation of the series, and Report No. 37, F-16 Final Report, for an overview of the Instructional System Development Project.

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F-16 AIRCREW TRAINING
DEVELOPMENT PROJECT REPORTS

Copies of these reports may be obtained by writing the Defense Technical Information Center, Cameron Station, Alexandria, Virginia 22314. All reports were reviewed and updated in March 81.

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Rolnick, S.J., Mudrick, D., Gibbons, A.S. & Clark, J. F-16 task analysis, criterion-referenced objective, and objectives hierarchy report (F-16 Development Report No. 6). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

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EXECUTIVE SUMMARY

A task listing indicates what instructional activities will be performed by F-16 academic instructors (or course managers) and flight instructors (both simulator and aircraft). The academic instructor tasks include authoring activities as well as the implementation and administration of instructional activities in the learning center. Flight instructor tasks include conducting and supervising training sessions for all interactive and non-interactive training devices and actual training sorties in the F-16 "A" or "B" aircraft. These later tasks involve demonstration and evaluation of basic aircraft operation, emergency procedures, and tactical maneuvers.

F-16 INSTRUCTOR/COURSE MANAGER TRAINING REQUIREMENTS REPORT

INTRODUCTION

This report presents the initial determination of academic instructor, instructor pilot (IP), and course manager training requirements for the F-16 Aircrew Training Development Project, in response to CDRL B034 of the project statement of work. Instructor requirements are to be defined for the following courses: basic (B), conversion (C), transition (TX), and instructor pilot (IP).

This report is preliminary in nature, presenting the current version of the instructor task listing. Many of the details of the training system had not yet been determined when this report was written, such as final formats of instructional materials and specific capabilities and configurations of training devices. Meaningful objectives hierarchies for instructor training cannot be developed until such information is available; similarly, the instructor training task listing is incomplete. For this same reason, criterion-referenced objectives (CROs) are only partially completed and will not be included in this report at present. As information becomes available, this report will be expanded and updated accordingly.

The processes for performing a task analysis, developing CROs, and deriving objectives hierarchies are described in the following project development reports, respectively:

"Task Analysis Methodology Report," F-16 Aircrew Training Development Project Report No. 7.

"Derivation, Formatting, and Use of Criterion-referenced Objectives (CROs) and Criterion-referenced Tests (CRTs)," F-16 Aircrew Training Development Project Report No. 5.

"Objectives Hierarchy Analysis Methodology Report," F-16 Aircrew Training Development Project Report No. 8.

The requirements for instructor training are part of the complete F-16 training system design. Details of how this report fits into the instructional system are provided in "F-16 Implementation and Management Plan Report," (F-16 Aircrew Training Development Project Report No. 18).

INSTRUCTOR TASK ANALYSIS

The task listing presented below includes tasks identified for academic instructors and well as flight (simulator and aircraft session) instructors. Numbering is hierarchical. Each number is preceded by "I" (for instructor requirements) to distinguish this task listing from other project task listings.

Academic Instructor Tasks

Academic instructor tasks include tasks associated with the authoring of as well as the implementation of instruction in the academics learning center. The authoring portion of the task listing will be expanded after specific instructional formats are determined.

Flight Instructor Tasks

Flight instructor tasks include tasks associated with training device sessions in (1) noninteractive training devices (e.g., cockpit familiarization trainer (CFT)), (2) interactive training devices (e.g., operational flight trainer (OFT) and weapons systems trainer (WST)), and (3) in the aircraft. The last group comprises training sorties in the F-16A and F-16B model aircraft, with one or more aircraft in a given training session. Many of the tasks included in the F-16B aircraft section of the task listing reflect tasks in the basic pilot course task listing. (See "F-16 Task Analysis, Criterion-referenced Objective, and Objectives Hierarchy Report," F-16 Aircrew Training Development Project Report No. 6.) The present list may appear incomplete; however, only those tasks requiring additional skills above the basic pilot skills are included in the instructor task listing.

F-16 INSTRUCTOR TASK LISTING
31 October 1978

- I.0
 - Perform duties of F-16 instructor
- I.1
 - Perform duties of F-16 academics instructor
- I.1.1
 - Author instruction
- I.1.1.1
 - Author memory level segments
- I.1.1.1.1
 - Author tests for memory level segments
- I.1.1.1.2
 - Author concept level segments
- I.1.1.1.2.1
 - Author tests for concept level segments
- I.1.1.1.3
 - Author rule level segments
- I.1.1.1.3.1
 - Author tests for rule level segments
- I.1.1.1.4
 - Author device session guides
- I.1.1.1.4.1
 - Author student device session guides
- I.1.1.1.4.2
 - Author instructor device session guides
- I.1.2
 - Conduct daily administrative duties
- I.1.2.1
 - Consult schedule to determine day's activities.
- I.1.2.2
 - Review instructional materials and guides to be used for the day's activities
- I.1.2.3
 - Review printed materials and notes for lectures and/or discussions

- I.1.3
Instruct students
 - I.1.3.1
Perform as lecturer
 - I.1.3.2
Guide group discussion
 - I.1.3.3
Perform as resource for students
 - I.1.3.3.1
Answer specific student questions
 - I.1.3.3.2
Counsel students with general academic problems
 - I.1.3.3.3
Utilize training aids and mockups
 - I.1.3.3.3.1
Run audio/visual equipment
 - I.1.3.3.3.2
Run videotape player (VTR)
 - I.1.3.3.3.3
Run slide projector
 - I.1.3.3.3.4
Run audio tape player
 - I.1.3.3.3.5
Utilize mockups
 - I.1.4
Conduct testing
 - I.1.4.1
Conduct group testing
 - I.1.4.2
Conduct individual learning center testing
 - I.1.5
Conduct student progress monitoring
 - I.1.5.1
Detect and analyze student progress problems
 - I.1.5.2
Conduct progress remediation interview

- I.1.5.3
 - Monitor student progress against remedial goals
- I.2
 - Perform duties of F-16 flight instructor
- I.2.1
 - Conduct noninteractive training device session
- I.2.1.1
 - Determine problem parameters to be used for noninteractive training device session, if appropriate
- I.2.1.2
 - Conduct briefing for noninteractive training device session
- I.2.1.3
 - Evaluate student knowledge prior to noninteractive training device session
- I.2.1.4
 - Administer instruction during noninteractive training device session
- I.2.1.4.1
 - Operate noninteractive training device
- I.2.1.4.2
 - Monitor student behavior during noninteractive training device session
- I.2.1.4.3
 - Give correct response feedback for student responses during noninteractive training device session
- I.2.1.4.4
 - Give error response feedback for student responses during noninteractive training device session
- I.2.1.4.5
 - Take action following student error in noninteractive training device session
- I.2.1.5
 - Record assessment of student behavior on grade sheet
- I.2.1.6
 - Conduct debrief for noninteractive training device session
- I.2.1.7
 - Perform documentation following noninteractive training device session

- I.2.1.7.1
Complete grade sheet following noninteractive training device session
- I.2.1.7.2
Record student progress following noninteractive training device session
- I.2.1.7.3
Document student problems following noninteractive training device session
- I.2.1.8
Prescribe remediation following noninteractive training device session
- I.2.2
Conduct interactive training device session
 - I.2.2.1
Prepare for interactive training device session
 - I.2.2.1.1
Study device session guide prior to interactive training device session
 - I.2.2.1.2
Select problem parameters for interactive training device session, if appropriate
 - I.2.2.2
Conduct briefing for interactive training device session
 - I.2.2.3
Evaluate student knowledge prior to interactive training device session and review weak areas
 - I.2.2.4
Set up interactive training device for session
 - I.2.2.5
Present instruction during interactive training device session
 - I.2.2.5.1
Operate interactive training device from instructor controls
 - I.2.2.5.2
Monitor student behavior during interactive training device session
 - I.2.2.5.3
Record student performance data on grade sheet

- I.2.2.5.4
Give correct response feedback to student during interactive training device session
- I.2.2.5.5
Take proper action following student error during interactive training device session
- I.2.2.6
Conduct debrief after interactive training device session
- I.2.2.6.1
Review problem areas with student following interactive training device session
- I.2.2.7
Analyze mission results following interactive training device session
- I.2.2.8
Perform documentation following interactive training device session
- I.2.2.8.1
Complete grade sheet following interactive training device session
- I.2.2.8.2
Record student progress following interactive training device session
- I.2.2.8.3
Document student problems following interactive training device session
- I.2.2.9
Prescribe student remediation following interactive training device session
- I.2.3
Conduct training mission in F-16 aircraft
- I.2.3.1
Conduct training mission from the rear seat of F-16B
- I.2.3.1.1
Plan time schedule for training mission in F-16B
- I.2.3.1.2
Conduct briefing prior to F-16B training mission
- I.2.3.1.3
Evaluate student knowledge and review weak areas

- I.2.3.1.4
 - Perform actions and provide commentary for student from rear seat of F-16B during training mission
- I.2.3.1.4.1
 - Demonstrate preflight procedures from rear seat of F-16B
- I.2.3.1.4.1.1
 - Perform preflight procedures from rear seat of F-16B
- I.2.3.1.4.1.2
 - Provide commentary on preflight procedures for student from rear seat of F-16B
- I.2.3.1.4.2
 - Demonstrate taxi from rear seat of F-16B
- I.2.3.1.4.2.1
 - Perform taxi from rear seat of F-16B
- I.2.3.1.4.2.2
 - Provide commentary on taxi for student from rear seat of F-16B
- I.2.3.1.4.3
 - Demonstrate takeoff from rear seat of F-16B
- I.2.3.1.4.3.1
 - Demonstrate single ship takeoff from rear seat of F-16B
- I.2.3.1.4.3.1.1
 - Perform single ship takeoff from rear seat of F-16B
- I.2.3.1.4.3.1.2
 - Provide commentary on single ship takeoff for student from rear seat of F-16B
- I.2.3.1.4.3.2
 - Demonstrate formation takeoff as wingman from rear seat of F-16B
- I.2.3.1.4.3.2.1
 - Perform formation takeoff as wingman from rear seat of F-16B
- I.2.3.1.4.3.2.2
 - Provide commentary on formation takeoff as wingman for student from rear seat of F-16B
- I.2.3.1.4.4
 - Demonstrate instrument departure from rear seat of F-16B
- I.2.3.1.4.4.1
 - Perform instrument departure from rear seat of F-16B

I.2.3.1.4.4.2

Provide commentary on instrument departure for student from rear seat of F-16B

I.2.3.1.4.5

Demonstate air-to-air refueling from rear seat of F-16B

I.2.3.1.4.5.1

Demonstrate daytime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.5.1.1

Perform daytime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.5.1.2

Provide commentary on daytime air-to-air refueling for student from rear seat of F-16B

I.2.3.1.4.5.2

Demonstrate nightttime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.5.2.1

Perform nightttime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.5.2.2

Provide commentary on nightttime air-to-air refueling for student from rear seat of F-16B

I.2.3.1.4.6

Demonstrate combat techniques from rear seat of F-16B

I.2.3.1.4.6.1

Demonstrate air-to-air combat techniques from rear seat of F-16B

I.2.3.1.4.6.1.1

Perform air-to-air combat techniques from rear seat of F-16B

I.2.3.1.4.6.1.2

Provide commentary on air-to-air combat techniques for student from rear seat of F-16B

I.2.3.1.4.6.2

Demonstrate air-to-surface delivery patterns from rear seat of F-16B

I.2.3.1.4.6.2.1

Demonstrate air-to-surface delivery patterns for conventional weapons use from rear seat of F-16B

I.2.3.1.4.6.2.1.1

Perform air-to-surface delivery patterns for conventional weapons use from rear seat of F-16B

I.2.3.1.4.6.2.1.2

Provide commentary on air-to-surface delivery patterns for conventional weapons use for student from rear seat of F-16B

I.2.3.1.4.6.2.2

Demonstrate air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

I.2.3.1.4.6.2.2.1

Perform air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

I.2.3.1.4.6.2.2.2

Provide commentary on air-to-surface delivery patterns for nuclear weapons use for student from rear seat of F-16B

I.2.3.1.4.7

Demonstrate approach from rear seat of F-16B

I.2.3.1.4.7.1

Demonstrate ILS approach from rear seat of F-16B

I.2.3.1.4.7.1.1

Demonstrate single-ship ILS approach from rear seat of F-16B

I.2.3.1.4.7.1.1.1

Perform single-ship ILS approach from rear seat of F-16B

I.2.3.1.4.7.1.1.2

Provide commentary on single-ship ILS approach for student from rear seat of F-16B

I.2.3.1.4.7.1.2

Demonstrate formation ILS approach from rear seat of F-16B

I.2.3.1.4.7.1.2.1

Perform formation ILS approach from rear seat of F-16B

I.2.3.1.4.7.1.2.2

Provide commentary on formation ILS approach for student from rear seat of F-16B

I.2.3.1.4.7.2

Demonstrate formation low approach from rear seat of F-16B

I.2.3.1.4.7.2.1

Perform formation low approach from rear seat of F-16B

I.2.3.1.4.7.2.2

Provide commentary on formation low approach for student from rear seat of F-16B

I.2.3.1.4.8

Demonstrate landing from rear seat of F-16B

- I.2.3.1.4.8.1
Demonstrate straight-in landing from rear seat of F-16B
- I.2.3.1.4.8.1.1
Perform straight-in landing from rear seat of F-16B
- I.2.3.1.4.8.1.2
Provide commentary on straight-in landing for student from rear seat of F-16B
- I.2.3.1.4.8.2
Demonstrate straight-in landing in wing position from rear seat of F-16B
- I.2.3.1.4.8.2.1
Perform straight-in landing in wing position from rear seat of F-16B
- I.2.3.1.4.8.2.2
Provide commentary on straight-in landing in wing position for student from rear seat of F-16B
- I.2.3.1.4.8.3
Demonstrate normal procedure during landing from rear seat of F-16B
- I.2.3.1.4.8.3.1
Perform normal procedure during landing from rear seat of F-16B
- I.2.3.1.4.8.3.2
Provide commentary on normal procedure during landing for student from rear seat of F-16B
- I.2.3.1.4.9
Perform emergency procedures from rear seat of F-16B
- I.2.3.1.4.9.1
Perform emergency ground egress procedure from rear seat of F-16B
- I.2.3.1.4.9.2
Perform canopy jettison and ejection from rear seat of F-16B
- I.2.3.1.5
Coach student behavior during F-16B training mission
- I.2.3.1.5.1
Monitor student behavior during F-16B training mission
- I.2.3.1.5.2
Note student performance on maneuvers and tactics during F-16B training mission

- I.2.3.1.5.3
Give feedback for correctly performed maneuvers and tactics in F-16B
- I.2.3.1.5.4
Take the proper action following student error in F-16B training mission
- I.2.3.1.6
Assume control during emergency or degraded condition during F-16B training mission
- I.2.3.1.7
Conduct debrief following F-16B training mission
- I.2.3.1.7.1
Analyze mission results following F-16B training mission
- I.2.3.1.7.1.1
Analyze VTR playback following F-16B training mission
- I.2.3.1.7.1.2
Use Air Combat Maneuvering Instrumentation (ACMI) playback for evaluation of performance of student following F-16B training mission.
- I.2.3.1.7.2
Review problem areas with student following F-16B training mission
- I.2.3.1.8
Perform documentation following F-16B training mission
- I.2.3.1.8.1
Complete grade sheet following F-16B training mission
- I.2.3.1.8.2
Record student progress following F-16B training mission
- I.2.3.1.8.3
Document student problems following F-16B training mission
- I.2.3.1.9
Prescribe remediation for student following F-16B training mission
- I.2.3.2
Conduct training mission from chase aircraft
- I.2.3.2.1
Conduct briefing prior to training mission conducted from chase aircraft

- I.2.3.2.2
Perform chase plane positioning
- I.2.3.2.2.1
Perform takeoff in chase position
- I.2.3.2.2.2
Perform in flight procedures in chase position
- I.2.3.2.2.3
Monitor student maneuvers in stationary chase position
- I.2.3.2.2.4
Monitor student maneuvers in mobile chase position
- I.2.3.2.2.5
Perform landing in chase position
- I.2.3.2.3
Coach student performance while flying chase
- I.2.3.2.3.1
Monitor student performance while flying chase
- I.2.3.2.3.2
Note student performance on critical maneuvers and tactics while flying chase
- I.2.3.2.3.3
Give feedback for correct student performance while flying chase
- I.2.3.2.3.4
Take proper action following student error while flying chase
- I.2.3.2.4
Conduct debrief following training mission in which chase has been flown
- I.2.3.2.4.1
Analyze mission results following training mission in which chase has been flown
- I.2.3.2.4.1.1
Analyze VTR playback
- I.2.3.2.4.1.2
Use ACMI playback for evaluation of student performance
- I.2.3.2.4.2
Review problem areas with student
- I.2.3.2.5
Perform documentation following training mission in which chase has been flown

- I.2.3.2.5.1
Complete grade sheet following training mission in which chase has been flown
- I.2.3.2.5.2
Record student progress following training mission in which chase has been flown
- I.2.3.2.5.3
Document student problems following training mission in which chase has been flown
- I.2.3.2.5.4
Record problem trends following training mission in which chase has been flown
- I.2.3.2.6
Prescribe remediation following training mission in which chase has been flown
- I.2.3.3
Perform group training mission
- I.2.3.3.1
Review student records for general problem areas prior to group training mission
- I.2.3.3.2
Conduct briefing as lead instructor pilot prior to group training mission
- I.2.3.3.2.1
Present mission scenario for group training mission
- I.2.3.3.2.2
Present tactics to be covered on group training mission
- I.2.3.3.2.3
Evaluate student knowledge and review weak areas during group student briefing prior to group training mission
- I.2.3.3.3
Demonstrate proper lead instructor pilot positioning and communication during group training mission